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ABSTRACT

This report summarizes the proceedings of two clinics on early childhood clinics and provides descriptions of successful preschool-to-elementary transition programs. The two clinics brought together Head Start representatives, public and private day care personnel, elementary school teachers and administrators, state department of education staff, university faculty, consultants, and parents to: (1) identify key components of an effective transition policy; (2) provide an opportunity for relationship-building among attendees; (3) highlight efforts to bring together the various agencies and individuals that are supportive of young children and families; and (4) start teams on the road to initiating seamless transitions in their communities. Descriptions of 10 transition programs in 6 states are provided, as well as a list of clinic participants and clinic agendas. Three appendices outline techniques for documenting the transition process, and briefly describe 12 early childhood programs excerpted from the annual National Diffusion Network catalog "Educational Programs That Work." Contains 80 references. (MDM)

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Seamless Transitions: Collaborations That Benefit Children and Their Families Making the Move from Preschool to Early Elementary

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Seamless Transitions: Collaborations That Benefit Children and Their Families Making the Move from Preschool to Early Elementary

Including proceedings from Early Childhood Clinics held:

15 October 1992
White Plains, New York

and

19 November 1992
Randolph, Massachusetts
In collaboration with Lesley College's New England Kingergarten Conference

Plus profiles of sites actively working on creating smoother transitions for children and their families

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Introduction

Research has shown that the transition from early childhood experiences to elementary school programs can be difficult for children and their families. Preschool or child care programs can be significantly different experiences than those encountered in elementary schools. Often the positive effects of a quality preschool experience are negated by the lack of continuity experienced in the following years.

The U.S. Department of Education and the U.S. Department of Health and Human Services recognized the importance of continuity for young children and their families and joined together in a collaborative project aimed at strengthening the linkages between early childhood and early elementary programs. The project started in 1991 with a national symposium and regional forums conducted by the ten regional educational laboratories. This format has continued into the second year of the project.

. . . to collaboratively make a smooth transition from preschool to elementary school for children and their families.

In October and November 1992, The Regional Laboratory for Educational Improvement of the Northeast and Islands held its second annual round of early childhood clinics -- *Seamless Transitions: Collaborations That Benefit Children and Their Families Making the Move from Preschool to Early Elementary*. These clinics, held in White Plains, New York, and Randolph, Massachusetts (the latter in collaboration with Lesley College's New England Kindergarten Conference), brought together over 100 people from extremely diverse professional backgrounds: Head Start representatives; public and private day care personnel; elementary school teachers and administrators; state department of education staff; university faculty; consultants; and parents. All had a common concern: how to collaboratively make a smooth transition from preschool to elementary school for children and their families.

The clinics were convened to:

- identify key components of an effective transition policy;

- provide an opportunity for relationship-building among the various attendees;

- highlight efforts that bring together the various agencies and individuals that are supportive of young children and families; and

- start "teams" on the road to initiating "seamless transitions" in their communities.

At each clinic Dr. Suzanne Carothers of the City University of New York provided a thought-provoking, interactive presentation to start the day. This was followed by presentations from the Head Start Transition grantees in the region, involving parents, teachers, and administrators. Guidelines for documenting key events, changes that occur, or processes that have or are happening to make transitions work better for all children and families were distributed and explained (see *The Journey* in the Appendix).

The focus is on success for all learners.

Finally, in Randolph, Dr. Thomas Schultz, Director of Early Childhood for the National Association of State Boards of Education, helped participants focus on the bigger picture: success for all learners, by making schools more supportive places for students and their families.

Works in Progress

In addition to convening the clinics, the Laboratory has actively sought to identify localities that are working on making the transition a smooth one for children and their families. The sites were nominated by various sources and telephone interviews were conducted by Laboratory staff. No attempt was made to be inclusive, and the information is self-reported.

Overall, the following criteria were used in determining which sites were included in this document:

- The agencies involved have congruent, developmentally appropriate philosophies.
- The various levels and programs have good communication systems such as mutual visits, sharing of curriculum and instruction, and joint staff development.
- Meetings are held with parents at each level for the purpose of transferring information and continuing education.
- There is a continuation of the various support services for the child and the family, including health and social services.
- Participating agencies have a compatible transition policy.

. . . the degree of success experienced by young children and their families depends in large measure upon the ability of the various programs and organizations to work together.

Few localities meet all the criteria. Thus, these sites represent works in progress, but none cover the whole spectrum of the above transition characteristics. It is anticipated that over the next few years, more sites will be identified that are striving to meet these criteria. Most sites subscribe to this general list and feel that they are working towards a complete program.

Summary

From both the clinics and the search for transition programs, one point was made abundantly clear: the degree of success experienced by young children and their families during and after the transition depends in large measure upon the ability of the various programs and organizations to work together.

Appendix

The Appendix includes two major sections. The first is an explanation of an exercise called "The Journey," a technique to identify and acknowledge previous efforts that have helped bring a program, school, district, or community to its current

destination. Participants at each clinic received this exercise. A map of Norwich, New York's Bridging Program is provided. The second part of the Appendix includes a listing of Early Childhood programs from the National Diffusion Network. These programs have been rigorously evaluated by the U.S. Department of Education's Program Effectiveness Panel. They are "exemplary programs" with results that are both replicable and worth replicating. The programs listed here come from the 1993 edition of *Educational Programs That Work: A Collection of Proven Exemplary Educational Programs and Practices* (19th edition published by Sopris West, Inc., Longmont, Colorado).

Section I:

Summary of Proceedings from Regional Meetings

Keynote Address

Dr. Suzanne C. Carothers, Ph.D. received her B.A. from Bennett College in North Carolina in Nursery Kindergarten Care. She went on to receive a Masters Degree in Early Childhood from Bank Street College in New York and a Doctorate from New York University in Curriculum and Instruction. She has been a teacher at the Bank Street College School in New York, a teacher trainer for the City University of New York and Bard College, a researcher for the Center for Law and Order in Seattle, Washington, has done work on sexual harassment, and has served as the Director of Adult Literacy Programs in the New York City Mayor's Office. A recipient of numerous fellowships, author, feature teacher on videotape, developer of film strips, and eloquent speaker and writer on women's issues and sexism in education, Dr. Carothers is currently an associate professor in the City University of New York's Department of Early Education.

Good morning. It is with great pleasure that I join you, teachers, staff developers, principals, and all of you who care about children, as we take a closer look at those factors that nurture school success for all children. My spending time with you this morning is a privilege, a challenge, and a terrific opportunity for all of us to reflect about our practices in light of our beliefs concerning what children need to grow competently, confidently, healthy, and strong and the ways in which adults at school and at home can support and nurture them through their transitions.

As you can see, I have been labeled the "morning speaker" of this gathering to give a keynote address. If you are like most folk, your experiences with speakers is that as a good audience you should sit quietly, look interested in what is being said, and listen intently with wrinkled brow. This morning, we will depart from convention and do things a bit contrary to that norm. Your full verbal participation is expected and your willingness to interact with each other will play an essential role throughout my talk. In other words, my talk is less a talk and more a conversation among us. To give you an example of what I mean, let's start our conversation. Turn to the person to your right or left, in front or in back of you and say, "Good morning." Introduce yourselves to each other. Then tell each other one reason why you came to this meeting this morning.

So, why are you here on a Thursday morning when you could be: sleeping late, taking care of the paper work piled deep and high on your desk, or doing something *real* important with the children in your class? I am sure you gave and heard a variety of responses. Permit me to walk us through a few. A familiar one was probably, "We were required," -- of course not as bluntly expressed as that. More subtle remarks conveyed the meaning, such as, "No one else in my district was free to be here." Or, "My director suggested that it would be in my best interest to come." What about, "Let's just get it over with and go to the October one." Another group of folks said, "Anything is better than a day in the district office, at the school or in my classroom." Or even, "We missed the October meeting. Heard that this New England Conference is pretty good. So, we figured that we'd better show our faces at this one." Of course, these sentiments may have not been expressed as crudely as what I have suggested here but, the meanings were surely there!

"I believe that in order for us to truly examine Seamless Transitions . . . we first need to figure out what we already know about transitions."

On the other hand, many folks are here because they said, "We care about children!" Our caring is not merely lip service to our beliefs, but is evidenced through the realities of our day-to-day practices. We care that children succeed when they are in our classrooms, our schools and our homes, as well as once they leave them. Hopefully by the end of the day, the last response will be the first one for all of us.

I believe that in order for us to truly examine "Seamless Transitions" and overcome the anxiety they produce, we first need to figure out what we already know about *transitions.* We then need to consider the implications of our knowing for our doing something about them. It seems to me that there are several sources of our knowing something about this topic. Let's test it out. Turn to your partner and each of you respond to, "When you think of the word transition, what comes to mind?" Start.

One of these sources of our knowing is **intuitively** -- mother wit, father wit -- intuition. We just know because we know. It's kind of like having a gauge in our gut that receives experiences and through its filters, determines the *rightness* or *wrongness* or *appropriateness* or *inappropriateness* of a thing -- its comfort because of familiarity or its annoyance because

it does *not feel* quite right. Intuitive responses are often most subjective and most important because they denote our personal relationship with a thing. Knowing about transitions intuitively, you probably considered the idea of transitions in your own life. Our personal lives are constantly challenged by transitions. Graduating from college, moving to a new town, getting a new job, being promoted in the same job, reconciling the role of once being a child of your parents to now caring for aging parents, living life as a single person to getting married, having lived married for many years to now being divorced or widowed, or chauffeuring your children from event to event, to their now asking for the keys to the car to drive themselves -- all of these transitions, just to name a few, require passage from one place, period, state, or condition to another. An important question to raise here is whether these changes will be experienced as abrupt and impossible or with ease and manageability?

"Getting better at something requires the willingness to reconsider and reflect. . . ."

As a companion of intuition, another source of our knowing is through direct **practice.** We know something because we've done it or we're doing it. Learning by doing is often thought to be the best teacher. While I am certainly a proponent of this position, I also recognize that simply doing something, even for long periods of time, does not necessarily mean you will be better at it. Getting better at something requires the willingness to reconsider and reflect about how you are doing it as well as to engage in a dialectic about other and different ways of doing it. Therefore, our practices with the transitions are probably mixed. While they loom in and around our lives, some transitions we have handled well, others we try hard to forget.

A third source of knowing about transitions is what **research** tells us. Sometimes research confirms our knowing and other times, it flies right in the face of our beliefs. In the functioning of our daily lives, engaging in deep, scholarly research before we make day to day decisions, is probably rarely done. Yet, some form of trying to figure out things and re-examining our habits is practiced, as we seek better ways to do routines in our lives. Habit is the dictum of action. So, maybe we do more informal research in our daily lives than we realize or, call by that name. Many things are

studied. Such topics as immigration patterns, children's test scores, consumers' buying habits and for the past several months, we have been bombarded by possible voting trends. A number of approaches are used to get at these issues. Some methods are very experimental in design and others, more naturalistic and ethnographic. Consider a moment the study of transitions in the school literature, what do you think researchers have found? Once again, turn to your partner and speculate about this question?

". . . the goal of transition is to create better continuity between preschool and kindergarten. . . ."

For the purposes of our discussion, let us agree that the goal of transition is to create better continuity between the preschool and kindergarten and kindergarten and first grade experiences enabling young children to continue to grow competently, confidently, healthy and strong in school, thus, reducing and overcoming transition anxiety. Framing a conceptual context for understanding transition is useful. Systematically looking at practices can shed light on what we think we're doing, what we actually do, and what changes we may wish to make to ensure school success for the youngsters whom we teach.

In 1992, a national study, *Transitions to Kindergarten in American Schools,* was released by the U.S. Department of Education. The purpose of the study was to better understand:

- the transition activities provided by districts and schools;
- the major influences on school transition activities;
- the characteristics of prekindergarten and kindergarten programs located in the schools; and
- the difficulties children have adjusting to kindergarten.

The data was collected during the 1989-90 school year when 830 school districts and 1,169 schools across the country participated in the study. While this was a major undertaking yielding much useful information, some of the outcomes are particularly interesting. It may come as no surprise to you

that a major finding of the study was that transition activities are not regularly or routinely addressed as part of schools' agendas in the United States. The authors of the study reported that: only 10% of schools systematically have communication between kindergarten teachers and previous caregivers or teachers about the entering kindergarten children; only 12% of schools have kindergarten curricula designed to build on the preschool program; and only 47% of schools have a formal program for school visitations by parents. If one examines the trickle down effect of leadership and policy on transitions, it also would not come as a surprise that only 13% of the schools in the sample reported having formal policies on transitions. Adjustment to kindergarten was not viewed as a major problem by most school personnel. However, adjusting to the academic demands of kindergarten was reported by nearly one-third of the sample, as being particularly difficult for children entering schools termed as high poverty schools. Those are schools in which 51 to 100% of the children received free lunch.

". . . transition activities are not regularly or routinely addressed as part of schools' agendas. . . ."

Another trend was gleaned in the data. When schools perform transition activities, they are more likely to be those involving parents and children by inviting them to school for open houses and orientations. These types of experiences were reported as more than 80% of those activities done. More difficult activities such as those requiring coordination and communication between the school and preschool were done less than 20% of the time.

". . . measuring success is more strongly linked to program expectation than it is to what is developmentally appropriate for children."

In light of such findings, one might question, What kind of educational programs do four, five and six year old children attend? Preschool, kindergarten and first grade -- each conjures up different expectations for children. For example, what images come to mind for you? Ask your partner.

The notion of measuring success is more strongly linked to program expectations than it is to what is developmentally appropriate for children. None of us in this room would expect that a six month old baby, who has just soiled her Pamper, rise from her crib, go to the changing table, replace the smelly Pamper with a clean one and before returning to

bed, collect a fresh bottle of milk from the refrigerator. Now this is quite laughable because of what we know about the development of six month old babies. Yet, we in schools often have program expectations of young children as inappropriate as the scenario just described for a baby. Unfortunately, it is not laughable when you are four, five and six. Being expected to sit, be still, be quiet, color in the lines and form all your letters between the lines, seems to be the antithesis of who 4, 5 and 6 years old are. Research bears out that preschool is viewed as playtime, kindergarten as readiness for first grade, and first grade as conformity to the academic challenges of real school. Far, far too often kindergarten becomes academic boot camp for first grade. So once again, the following findings from the study on *Transitions to Kindergarten,* come as no surprise:

"Far, far too often kindergarten becomes academic boot camp for first grade."

- school personnel report[ed] that while the average classroom is developmental in focus, it blends academic strategies such as worksheets, basal readers, and large group instruction, with developmental approaches such as learning centers, small-group projects and the involvement of children in establishing rules; and

- in general, allowing children to select their own learning activities -- the hallmark of developmentally appropriate practice -- is reported as less likely to occur than any of the other developmental strategies.

Thus, children are more likely to experience a more teacher directed, academic approach classroom with learning centers thrown in as the reward for doing the *real* work, than one that promotes developmental and child-initiated practices.

I teach a graduate course called Program and Curriculum I which is followed by Program and Curriculum II for Early Childhood majors. My students are primarily practicing teachers who are working on New York State Certification by earning a Masters Degree. Each semester when I ask students what they believe the content of the course will be, they immediately respond by saying, "planning the curriculum, writing behavioral objectives, learning about programs for early childhood." And the list goes on and on until I interject, "For whom is all this planning being done?"

Sometimes surprised by my question, they say, "Oh, children!" "Yes," I respond. Before we can plan a meaningful curriculum, we need to first understand the learners for whom the curriculum is being planned. Thus, the major assignment for the course is a 13 week Child Study that each student is required to do. After they acquire a more in-depth understanding of children and themselves in response to the children they teach, they then take, Program and Curriculum II where they explore issues of planning for children's learning and engagement.

"Before we can plan a meaningful curriculum, we need to first understand the learners for whom the curriculum is being planned."

Teachers, administrators of schools, and parents all contribute to the way in which children move from one learning setting to the next. It is up to us to determine whether that movement will be a seamless transition or a jagged one, whether it will be filled with anxiety or experienced with ease. Let's take a look at the players involved and the implications of their roles for children's successful transitions.

To do this, let's shift the focus for a moment and once again look at our own experiences. A setting that all of us have frequented at some point, for many reasons, in different places, for varying lengths of time, is school. The mere mention of the word school strikes an immediate cord in all -- evoking a range of emotions. Test it out. Turn to your partner and describe any event that happened or moment that stands out for you when you were a student in a classroom. Start.

How many of you had difficulty thinking of something to say? Raise your hands. How many of you recounted a positive learning moment? What about something negative? For how many of you did your stories involve a teacher?

In reflecting about our own moments of learning in classrooms, it was quite clear that not a single person in this room has escaped being affected by what teachers do in schools that either propelled your learning or cast self-doubt about your ability to learn. These lessons can be bittersweet and we carry these stories for a long, long time. The show of hands here strongly suggests that teachers set the critical tone in an environment, away from home, that made us feel

competent, needed, important and cared about. Or they have left us with stories that still make us feel dumb, dispensable, insignificant and ignored. So, what a teacher does in her own classroom has bearing on the way in which children will enter other classrooms.

The leadership of a school is a critical part of the puzzle that promotes a seamless transition. School administrators set the building-wide tone for learning. The leadership sends forth the message to children, parents, and teachers whether it is a user friendly building in which people and their ideas are valued or not so user friendly -- **keep your distance, you are not welcomed here.** Not only do they make policies, school administrators are in a unique position to create opportunities to make policy reality. While teachers create the tone in individual classrooms, the principal shapes the over arching vision that holds all the classrooms together. The principal, therefore, determines whether the movement between and among classrooms is grounded in some agreed upon beliefs established and understood by all the participants in that learning community or whether it will be done haphazardly.

". . . teachers set the critical tone in an environment, away from home. . . ."

So you think our job in schools is hard? Parents, who have no sick leave or paid vacation, might beg to differ with you. For them, life can be more complicated, all encompassing thus, even harder. Parents are charged with the maintenance of a home, and the emotional care and physical well being of children for 24 hours a day, seven days a week, 365 days a year, make that 366 days every four years, while at the same time, they are required to earn a living. Of their many obligations, for a parent, children are a constant in their lives. Or as my mother once said, "When they're young they're on your toes and as they grow older, they're on your heart. Your children are always with you."

When parents live in a world in which they are vulnerable and in which they are subjected to unfair practices and abusive treatment, how then do they turn around and make the world a safe place for change for their children? A partnership between home and school is certainly one step in the right direction. By forming partnerships with parents, we insure continuity of care for children between home and

school and the likelihood of successful transitions within school.

When parents, teachers and school administrators share a common vision, their planning and actions can be better orchestrated. This mutual planning can rectify one of the major issues suggested in the study on *Transitions to Kindergarten.* The finding was that schools were less likely to have transition activities that involve coordination or communication between school and preschool levels. By addressing this concern, one gets at the infrastructure, the root of the problem of successful transitions. Schools that take transitions seriously, will figure out ways to:

"When parents, teachers and school administrators share a common vision, their planning and actions can be better orchestrated."

- coordinate prekindergarten and kindergarten curricula;
- establish communication between staffs at both levels, either about the entering students or about their respective instructional programs; and
- provide joint training for staffs from both levels.

Thus, schools that wish to make transitions a successful manageable experience for children rather than one thwart with difficulties leading to failure, will not only consider but will do the following:

- transfer records from the prekindergarten program to kindergarten;
- communicate between kindergarten and prekindergarten teachers as well as the kindergarten and first grade teachers about children;
- coordinate the instructional programs affecting the four, five, and six year olds; and
- have the prekindergarten program staff participate in transition activities such as joint workshops, sharing information, assisting children with adjustment problems, and preparing individual children and parents for the transition.

When schools establish policies that put a mechanism in place to address these concerns, children become the beneficiary. Such policies and practices will enable parents to understand what to expect next and the importance of their role in their child's transition. A byproduct of a positive working relationship between parents/home and teachers/school is that adults care about each other and can work with each other. Respecting each other sends a powerful message to a child. Children need to feel that their parents are powerful, can make a difference in the world and that their parents are respected by their teacher. When home and school are in an adversary role with each other, children suffer. When they support each other, children grow competently, confidently, healthy and strong. I am reminded of a familiar statement by Etienne de Grellet. It reads:

I shall pass through this world but once.
If, therefore, there be any kindness I can show
or any good thing I can do,
let me do it now:
Let me not defer it or neglect it,
for I shall not pass this way again.

"A byproduct . . . is that adults care about each other and can work with each other."

To speak more directly to us as teachers and school administrators, I have taken the liberty to paraphrase the statement to:

A child passes through my classroom/my school but once.
If, therefore, there be any kindness I can show
or any good thing I can do,
let me do it now:
Let me not defer it or neglect it,
for I shall only have this opportunity once,
for this child shall not pass this way again.

Whether you are a teacher, administrator, staff developer, or just an adult who works in an environment that provides care for children and one that is responsible for the transition of children from one learning setting to the next, how do you want to be remembered by the children whom you have taught, those whom you will teach, or those who have entered your buildings?

In closing, I'd like to tell you a story that was told to me by a friend about his niece. This is the story of Ashley.

Ashley, a bubbly, energetic, talkative three year old was enrolled in a very fine preschool program at a very fine school. Now this was not just any ordinary school, for it had a good reputation both far and near in the land. Known for its good teachers and their thoughtful ways, parents were eager to have their children enrolled at the school. When Ashley was dropped off each morning, she excitedly ran to the door of her 2-3 year old group. She was happy to come to school. She was proud to be in the red room. There she had friends. She painted and built with blocks. Blowing bubbles at the end of a straw was her most favorite activity at the water table. On the table in the corner near the window, Ashley often examined the large sea shells. For one of the shells, she needed two hands to pick it up. Ashley had her very own cubby with her very own name right on the front of it there in the red room. The red room was indeed a special place for Ashley.

". . . how do you want to be remembered by the children you have taught. . . ."

It came to pass that three year old Ashley turned four. After being three and one half and three and a quarter, turning four would be best of all, Ashley had imagined. Ashley went to school on the next school day all excited about being four. Happy to be at school, she ran to the red door as usual. This time something was different. Her teacher met her at the door and announced, "Ashley, you are no longer in this room. You're four. You are now in the green room." The teacher continued in a cheerful voice, "You know where it is, right down the hall." Ashley was devastated. She held on to her mother's leg as she screamed and cried. But, the teacher insisted that she would "Be all right." Ashley did go to the green room. Now when mornings come and go, Ashley runs to the classroom door no more.

When you return to your schools to plan seamless transitions, void of the anxiety they can create, for the children whom you teach and those who enter your schools, do remember Ashley. Thank you.

Summary of Presentations

Achieving school readiness is a complex task. Not only must we help children prepare to learn, but we must also help schools to be ready for children. Children enter schools at different places on the developmental continuum. When we reach the point where all children enter school excited, energized to learn, and supported by strong families, and all schools are capable of teaching children wherever they are developmentally, then we will have achieved "school readiness."

The first three presenters at the Seamless Transitions clinics received U.S. Department of Health and Human Services Head Start/Public School Early Childhood Transition Demonstration Project grants awarded by the Administration for Children, Youth, and Family. These grants provide funds to develop strategies to ensure that services provided in Head Start will be continued in the public school setting.

The goals of the grants are to:

- increase student success in schools;
- assist parents in acquiring the skills, services, and opportunities necessary to support their children's healthy development and educational growth; and
- increase collaboration and continuity of service among local Head Start programs, public elementary schools, parents, and various community service agencies.

In addition, a collaboration between the Maine State Department of Education and the Aroostook Head Start Program presented their agencies' efforts to achieve a "Seamless Transition" from early childhood to public school.

These programs are profiled in the following section.

Worcester, Massachusetts, Transition Program

The Worcester, Massachusetts, Transition Program is working to integrate comprehensive, unified Head Start type services into the education process of four urban elementary schools. The four participating schools are all schoolwide Chapter I project schools and the program currently serves over 180 students in ten different classrooms.

The program's main objectives (and approaches to achieving them) are to:

- Develop and pilot procedures for implementing individual transition plans for each participating child and transmitting the information from Head Start to kindergarten and between elementary grades. A Family Service Team consisting of four family service advocates, one staff psychologist, and two program nurses conducts a comprehensive family assessment after which an individualized plan is developed with the family. The service plan is based on the family's basic needs, social services and health needs, and family literacy.

- Design curriculum that develops children's knowledge and skills in all developmental areas and to establish a positive image towards self and others. Developmentally appropriate practices are an integral part of the curriculum. A committee of volunteer teachers from across the district developed a curriculum that takes into account individuality and diverse learning styles. Teachers have embraced the new curriculum with a sense of ownership, pride, and belief in the core philosophy.

- Develop and implement a program of parent involvement continuing the Head Start model in demonstration elementary schools. Parent Centers, one in each school, offer workshops on parenting issues, health education, and family relationships, and also provide continued learning opportunities for adults. These Centers provide parents with opportunities to become familiar

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with the teaching staff and administrators. Numerous parenting and child development programs are being implemented through the Parent Centers.

- Develop and implement collaborative transition activities for all Head Start students and children from other preschool settings attending demonstration elementary schools and to provide continuity of education, health, and social services.

- Provide educational services for parents to enhance their ability to ensure their child's success in school. Some of the educational services that are offered are: English as a Second Language, General Education Diploma, and Adult Basic Education. Attendance is enhanced by the availability of transportation to and from classes, stressing the importance of maintaining regular attendance and fostering a positive role model.

"Schools need to be ready for children . . . activities focus on school."

Overall the program evaluation will address three areas: *implementation*, the fidelity of actual to proposed activities, will largely be appraised through documentation; *process* evaluation will monitor progress of each school's activities toward objectives, largely through observation, interviews, and questionnaires; and *outcomes* of two kinds, intermediate and final, will be assessed. Intermediate outcomes are the kinds of knowledge, attitudes, and behavioral changes assumed to be directly linked to final outcomes (e.g., attitudes toward school, self-esteem, academic achievement.) Final outcomes (e.g., absenteeism, retention, special needs classification of children) will be measured at the end of the third grade.

New York City Transition Project

The New York City Transition Project is a program of the New York City Public Schools in collaboration with the Agency for Child Development/Head Start and New York University's Robert F. Wagner Graduate School of Public Service. The collaboration of these three major institutions represents a powerful vehicle for coordinating educational and social services to better serve children and their families, testing the hypothesis that the continuation of these services will enable children to maintain the gains made while in Head Start. The project is being conducted in Community School District #16 in Brooklyn and consists of four randomly selected demonstration schools, four comparison/control schools, and four Head Start delegate agencies.

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The New York City Public School system has made strides towards becoming a full service provider of social services needed by children and their families. In utilizing the Head Start model, comprehensive services and parent involvement programs are being expanded into the Transition Project schools.

Some of the main objectives of the program (and approaches to achieving them) are to:

- Develop and pilot procedures for implementing individual transition plans for each participating child and transmitting the information from Head Start to kindergarten and between elementary grades, as a result of uniform assessment activities.

- Design curriculum that develops children's knowledge and skills in all developmental areas, and to establish a positive image towards self and others. Developmentally appropriate practices are an integral part of the curriculum. The project supports a child-centered environment, problem solving materials, and the organization of the classroom into centers that provide varied opportunities for active investigation.

- Develop and implement a program of parent involvement continuing the Head Start model in demonstration elementary schools. Parents and teachers working together can provide each child with the opportunity to develop his or her own unique strengths by creating a nurturing environment sensitive to special needs.

- Develop and implement collaborative transition activities for all Head Start students attending demonstration elementary schools to provide continuity of education, health, and social services.

The project's parent involvement program addresses the concerns of parents by fostering their participation in school activities.

Activities include:

- Providing training to elementary school and Head Start teachers through workshops, visits to other sites, and opportunities for joint planning and shared class activities.

"The challenge is to help children realize their full potential."

- Providing training to family assistants through workshops, presentations, and internships in Head Start and elementary school sites; professional development activities for teachers and family service coordinators have been developed collaboratively with both New York City Public Schools and Head Start. The project has planned workshops, peer-coaching demonstrations, conferences, and intervisitations to take place on assigned inservice days.

New York University's Robert F. Wagner Graduate School of Public Services will conduct formative and summative evaluations, to test the hypothesis that the provision of continuous comprehensive services maintains and enhances the early benefits attained by Head Start children and their families, and to determine the impact of transition program activities.

Newport, Rhode Island, Transition Project

Newport, Rhode Island, Public Schools, in collaboration with New Visions for Newport Head Start Program, the Interagency Collaborative of Newport, and the Massachusetts Society for Prevention of Cruelty to Children, is involved in a three year project to develop, implement, and evaluate a model of transition for young children from a wide range of neighborhoods and families. Project REACH provides assistance to parents, educators, social service agencies, and health providers to improve linkages, reduce discontinuities, and ease children's adjustment from one learning environment to the other.

Some of the ongoing efforts of Project REACH include:

- Planning and providing educational transition services to all children in the project, including an appropriate developmental curriculum and programming, to meet individual needs. In order for the curriculum to be individualized to meet the needs of the children, an authentic assessment process is being utilized to gather educational information. Teacher observations, anecdotal records, and portfolio samples are being gathered to more appropriately assess and more accurately inform parents and others of children's progress.

- Planning and promoting parent involvement in schooling and developing programs that recognize and incorporate the unique cultural backgrounds of parents to be active collaborators with teachers in the education of their children. The project is in the process of utilizing a central location within one of the schools to conduct parent involvement activities that provide a more cohesive, concerted effort in implementing the goals of the parent involvement plan.

- Planning and providing continuous, comprehensive, family social services from preschool through elementary school and assisting families holistically with services

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that include social support, advocacy, health, nutrition, mental health, safety, substance abuse prevention (education and treatment if required), non-formal education, and vocational development. Based on the results of the Family Needs Assessment, Family Service staff are designing and implementing an individualized Family Service Plan. The plan includes the services of a family mentor, who is responsible for providing additional support services to families who are experiencing difficulty in accessing traditional social services. The Family Mentor Program emphasizes the peer support model of delivery of services. In order to promote self-sufficiency, the plan may recommend the utilization of the Head Start Opportunity Specialist Program, which supports eligible parents in furthering their academic training or acquisition of job skills.

"Change is a process and takes time . . . [it] starts with you as an individual."

- Testing the hypothesis that provision of continuous and comprehensive services will maintain and enhance the early benefits attained by Head Start children and their families. Project REACH, designed by the community Human Service providers and the Newport Public Schools, is based on a case management approach of service delivery.

Aroostook County, Maine, Early Childhood Network

The Aroostook County Early Childhood (ACEC) Network is a collaboration of the Maine Department of Education, Aroostook County Action Program/Head Start Program, and Aroostook County Public Schools. Private preschools have also been invited to join in this collaborative effort; however, none are currently participating.

The ACEC Network was formed by teachers and administrators from Head Start and public schools concerned about the transition from preschool to kindergarten. Operating on the belief that communication and the sharing of a common vision are essential, the group is working together to ease the transition from early childhood to public school, to develop common goals, and to design activities to help meet those goals. Meetings are held three times a year to promote the exchange of ideas and concerns about students and educational approaches. The ACEC Network's accomplishments include the following:

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- Preschool teachers have been trained to use the High Scope curriculum. All kindergarten and some first grade teachers have also been trained and use High Scope, making kindergarten a similar setting as the child transitions from preschool to kindergarten.

- Children are screened for kindergarten in the Head Start setting with the kindergarten teachers serving as hostesses.

- Visits to the public school introduce the children to the kindergarten prior to the start of school. By the time they start kindergarten, most children are familiar with their kindergarten teacher as a result of these visits and the visits kindergarten teachers make to the preschool center.

- Health forms, developed by Head Start, are transferred with children to their public schools.

- Head Start and kindergarten parents discuss their concerns and exchange ideas at meetings. Parent education is provided based on topics chosen by parents at each site.

As a next step the ACEC Network is developing an evaluation plan. The plan will include a review of the documentation on each of the above components and an assessment of the progress made towards achieving the goals.

Summary of Closing Remarks

Dr. Thomas Schultz is the Director of Early Childhood Services for the National Association of State Boards of Education. His work primarily focuses on policy issues related to early childhood programs, as well as kindergarten and primary grade retention. What follows is a summary of his closing remarks at the 19 November 1992 Seamless Transitions clinic.

According to Dr. Schultz, the following assumptions underlie preschool/public school transition initiatives:

- A pattern of evidence shows that initial cognitive and academic gains resulting from children participating in Head Start and other preschool programs disappear by the end of the primary grades.

- Patterns of discontinuity between preschool and kindergarten/primary grade classrooms are evident in program philosophy, teaching methods, classroom arrangement, materials, use of time, staff training, and parent involvement practices. Children may experience harmful stress or confusion when they encounter these discontinuities.

- If practices are realigned to eliminate discontinuities in early childhood and public school classrooms, more children will experience success in the early school years.

". . . teachers are coping with many children who are angry, apathetic, fatigued, malnourished, or fearful."

Dr. Schultz offered three reactions to these assumptions:

Discontinuities aren't all bad.

Many five year olds are proud and excited that they are ready to enter "real school," and they expect that it will be different than their preschool classroom. Their enthusiasm should be supported and their capabilities not underestimated. A tenet of developmentally appropriate practice is to provide age-appropriate tasks and activities, so kindergarten teachers don't simply oversee a rerun of the preschool curriculum. To do so, kindergarten and primary grade teachers must be provided support so they may observe, assess, and respond to the individual needs of their students. Teachers need a

variety of resources to provide authentic learning for all students.

Young children are subject to other powerful sources of stress beyond those related to "transitions."

Even if patterns of discontinuity between early childhood and elementary school classrooms are eliminated, today's early childhood teachers are coping with many children who are angry, apathetic, fatigued, malnourished, or fearful. Teachers are seeing more and more children who have difficulty even in "developmentally appropriate" classrooms due to stresses within families, lack of safe housing and places to play, or limited access to basic needs for food, clothing, and health care. Teachers need more help than they are getting -- volunteers, aides, mentors, and older children to nurture and buffer individual children -- and access to experts in mental health, special education, and family services.

"Teachers may unconsciously reward low-level learning rather than fostering creativity, initiative, and problem-solving."

Mismatches between school and home in language, culture, values, and behavior present a second dimension of difficulty for many young students. Many children who are successful in home, neighborhood, and preschool settings are labeled as problems by elementary school teachers who misinterpret their speech and behavior. Teachers need to learn more from families and community settings in order to understand the strengths and styles of all their students.

There's more to excellent early childhood programs than assuring a seamless transition for children.

A hidden problem in early childhood classrooms are children who may adjust too well to the expectations and requests of teachers. Many students may adjust cheerfully to a life of worksheets, earning stickers for good behavior, and giving teachers the "right" answers. They learn to work fast rather than work thoughtfully. Teachers may unconsciously reward low-level learning rather than fostering creativity, initiative and problem-solving. Even classrooms for young children should be places where we welcome questions and debate and differences -- both between students, and between children and teachers.

Dr. Schultz closed his presentation by offering several predictions of early childhood policy to be set by the Clinton Administration:

- funding will be increased to expand and improve Head Start;

- more attention will be paid to testing, tracking, and instructional issues for primary grade students within the process of reauthorizing the Chapter I program;

- how to assess progress on the first National Education Goal -- assuring that all children enter school ready to learn -- will continue to be debated; and

- plans for improving the training, career development, and compensation of staff in all forms of child care and early education programs will be made.

Seamless Transitions:
Collaborations That Benefit Children and Their Families
Moving from Preschool to Early Elementary

15 October 1992
White Plains, New York

Facilitator: Wyllys Terry, III, The Regional Laboratory for Educational Improvement of the Northeast and Islands, Andover, MA

AGENDA

8:45 - 9:00 a.m.	**Welcome**	Sheila Roman-Velazquez Wyllys Terry
9:00 - 10:00 a.m.	**Overcoming Transition Anxiety**	Suzanne C. Carothers
10:00 - 12:00 p.m.	**Reports of On-Going Efforts**	
	• Worcester, MA: Parent Centers in Public Schools	Alan I. Chates
	• Brooklyn, NY: Integrating Social Services into the Public School	Deborah Bodrick Johnson Mercedes Coveney Carolyn Jarvis Saundra Johnson
12:00 - 1:00 p.m.	**Lunch**	
1:00 - 2:45 p.m.	**Reports of On-Going Efforts** (Continued)	
	• Newport, RI: Creation of a Primary Learning Center	Christine Chiacu-Forsythe Tom Kane Pat Quinn Rui Reis
2:45 - 4:00 p.m.	**Process for Documentation and Reflection**	Wyllys Terry, III Kay Halverson, CT DOE Susan Rowe Morrison, NY DOE Lorraine Springer-Scott, NY DOE

Seamless Transitions:
Collaborations That Benefit Children and Their Families
Moving from Preschool to Early Elementary

15 October 1992
White Plains, New York

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Seamless Transitions:
Collaborations That Benefit Children and Their Families
Moving from Preschool to Early Elementary

19 November 1992
Randolph, Massachusetts
In collaboration with Lesley College's New England Kindergarten Conference

AGENDA

8:45 - 9:00 a.m.	**Welcome**	Wyllys Terry, III
9:00 - 10:00 a.m.	**Overcoming Transition Anxiety**	Suzanne C. Carothers
10:00 - 12:00 p.m.	**Reports of On-Going Efforts**	
	• Aroostook County, ME: Early Childhood Network	Belinda Carter Susan Hanscom Shari Gervasi Jennifer Van Deusen
11:15 - 12:00 Noon	**Exhibits**	
12:15 - 1:00 p.m.	**Lunch**	
1:00 - 2:45 p.m.	**Reports of On-Going Efforts** (Continued)	
	• Worcester, MA: Parent Centers in Public Schools	Alan I. Chates Rosemarie Franchi
	• Newport, RI: Creation of a Primary Learning Center	Christine Chiacu-Forsythe Mercedes Coulombe Mary Foley Adela Ramirez David Robinson Karen C. Sullivan
2:45 - 4:00 p.m.	**Process for Documentation and Reflection**	Wyllys Terry, III Kay Halverson, CT DOE Susan Rowe Morrison, NH DOE Elizabeth Schaeffer, MA DOE Lorraine Springer-Scott, NY DOE James Squires, VT DOE Jennifer Van Deusen, ME DOE
4:15 - 4:45 p.m.	**A View from the National Scene**	Thomas W. Schultz

Seamless Transitions:
Collaborations That Benefit Children and Their Families
Moving from Preschool to Early Elementary

19 November 1992
Randolph, Massachusetts
In collaboration with Lesley College's New England Kindergarten Conference

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Section II:

Transitioning Sites

Other Program Profiles

The following program profiles are examples of several different approaches used to assist children as they make the transition from preschool to kindergarten. "Preparing children for schools *and* preparing schools for children" is a constant theme in all of the programs. Individualized, child-centered education plans, in combination with other unique program features, enable participating children to receive the support services that will help them to achieve success once in kindergarten.

Via telephone interviews with Laboratory staff, program representatives provided information about their transition approaches, program philosophy, goals, and objectives, as well as other significant elements of their programs. The key program elements most identified emphasize a commitment to children as individuals, parent advocacy and family empowerment, the importance of extensive communication, and the continuation of required support services.

Schenectady, New York, Public Schools Prekindergarten Program

Program Description

A state funded program started over 25 years ago, operated by the Schenectady Public School System, the Prekindergarten Program serves economically disadvantaged 4-year olds in an urban community, rich with a variety of cultures, races, backgrounds, and home environments.

Program Goals

- To provide a safe, secure, and inviting educational environment for children and their families
- To provide clearly defined interest centers for children to select activities which adults facilitate

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Key Elements

Parent Involvement

A Home School Coordinator encourages family participation in their child's education. The coordinator informs, makes referrals and assists parents in obtaining additional services when needed, and provides transportation as necessary.

Health and Nutrition Services

To assure that children are properly prepared to take full advantage of their learning environment, the Prekindergarten Program places a high value on children's general health and nutrition. The program makes provisions for dental assessments, and vision and hearing screenings. Staff arrange for needed follow-up services, with families and community resources, to secure professional care for children with medical and dental problems. A permanent health record is maintained and kept up-to-date with all the child's pertinent health information. In addition, all children participate in the school lunch program where a balanced meal served family style, is provided each day.

Information Exchange

When children enter the program they are automatically registered in the school system. A cumulative folder is initiated and used as a continuous report from one grade to another as required by New York State regulations.

Collaboration

The Schenectady school district shares a Resource Teacher with the Prekindergarten Program. He/She serves the Prekindergarten Program 40% time and the K-2 program 60% time. Joint in-service training is provided for teachers pre-K through second grade. Kindergarten teachers visit pre-K classrooms during the school year to familiarize themselves with the learning center approach.

Feedback

Each pre-K teacher contacts the kindergarten teacher to review the progress of each child, making recommendations that could assist the child with adjustment to a new environment. Pre-K teachers visit each former student in their kindergarten setting. A Transition Assessment Form is completed on each child by the kindergarten teacher as a measure of effectiveness of the program in the areas of attendance, school attitude, overall progress, and parental support.

Waldo County, Maine, Child Development Services

Program Description

Waldo County Child Development Services is an agency contracted by the state and local departments of education to coordinate services for preschool children who are exceptional and/or at-risk for developmental delays, as well as to provide the link when they go from one educational environment to another.

Program Goals

- To provide an integrated program that fosters a smooth transition for exceptional children into a regular education classroom
- To educate parents to become educational advocates for their children and become empowered and effective in their child's educational process

Contact:
Ruth Southworth
Director
Waldo County Child Development Services
175 High St., Suite 309
Belfast, ME 04915
(207) 338-1177

Key Elements

Screening

Waldo County Child Development Services offers screening and evaluation for all children who might be suspected of a handicapping condition or developmental delay. Once the analysis is completed and the child identified as exceptional or at-risk, it makes the necessary contacts to coordinate all needed health and other services for the child and his/her family.

Extensive Planning

Case managers are assigned to work with families and act as family advocates. At the start of the program, for each child, an Early Childhood Team (ECT) is formed with the parents to assure each child receives the appropriate services. An Individualized Family Service Plan (IFSP) is constructed that centers around each family's particular requirements. The case manager oversees all activities involved with the plan,

acts as liaison among all agencies, and makes sure the time tables and program objectives are followed.

Communication and Information Transfer

The case managers begin the transition process in the program year before kindergarten by sharing pertinent information about the children (with parental consent) with local education agencies (LEA's). A transition meeting is held with the LEA Special Education Director, parents, preschool teacher, and the case manager. All participate in this meeting to discuss and plan for the continuation of each child's development and progress when he/she transfers into the public school system. Visits are made by the receiving school to the preschool setting to observe and assess the child. Parents are invited to see the classrooms in the public schools. An Individual Education Plan (IEP) is developed for the child to assure needed services are provided, making a smooth transition once the child is in public school.

Burlington, Vermont, Early Essential Education

Program Description

The Early Essential Education Program (EEE) provides special education services for children with disabilities and developmental delays from birth to age five. Funded by the state of Vermont, the federal government, and the local school district, this program provides a wide range of educational and support services through a collaborative effort with several community and health agencies.

Program Goals

- To maximize the developmental skills of each child
- To increase the likelihood that the child will successfully transfer into a kindergarten classroom
- To empower each child and family to be an integral part of their community

Contact:
Bonnie Clapp
Early Essential Education
150 Colchester Avenue
Burlington, VT 05401
(802) 864-8463

Key Elements

Careful Planning and Communication

The Burlington School District has structured the program in accordance with its philosophy and beliefs, and focuses on desired outcomes for children and families. An overall transition plan was developed and implemented that addresses the steps needed to assure uninterrupted services and successful adjustment in the least restrictive environment for all children in the program. A dialogue between service providers begins at least nine months prior to the child entering kindergarten. A Basic Staffing Team of EEE personnel and the instruction support team of the receiving school meet to discuss the needs of the child and all possible placement options.

Program Flexibility

All children in the program are considered unique. As each child's educational path is constructed several options are offered, taking into consideration each child's personality and each family situation. Every effort is made to respect and accept the priorities that the family has set for the child, including working with a disability or developmental delay that may be present.

Parent Participation

Parents are recognized as the child's primary teacher. The EEE staff and receiving school's personnel discuss with the family all the recommendations that are made concerning the Individual Education Plan. Decisions made regarding the child's transition into his\her next placement require input from the parents.

Specialized Staffing

The staff of EEE consists of highly qualified individuals with extensive training in special early childhood education. Language and speech pathologists and educational para-professionals are included as regular members of the staff. In addition, consultants from other service providing agencies are available to provide any supplementary services that are required.

Lynn, Massachusetts, Public Schools Collaboration for Children

Program Description

The Lynn Public Schools have joined a collaboration of service agencies including Head Start, United Cerebral Palsy Association, and local day care and health providers throughout the city of Lynn to provide a continuous program of services to children with special needs as they enter new educational programs. This collaborative project is funded by the Massachusetts State Department of Education.

Contact:
Gerry Sliger
Early Childhood Coordinator
Lynn Public Schools
42 Franklin Street
Lynn, MA 01902
(617) 593-1680

Program Goals

- To provide special needs children with continual service delivery as they move from one educational environment to another
- To foster the conditions necessary for each child to be a successful learner and to participate in fully integrated classrooms
- To support and educate families about the alternatives for their children

Key Elements

Outreach

Extensive efforts are made to ensure that the services offered are communicated to the entire community. Parents are informed about their children's rights, issues involving child development, the benefits of early intervention, and the types of services available to their children. Brochures and information about workshops and program offerings are disseminated to the public in a coordinated manner through local agencies such as hospitals, the Department of Social Services, Women Infants and Children (WIC), the Department of Mental Health, and Community Action groups.

Screening

A process has been instituted to assure that all children from birth to age five receive a complete health and developmental screening in order to identify any special needs. Three screenings are offered to the general population throughout the school year prior to kindergarten. This information is used to encourage families and service agencies to begin preparing for the children who will require special services to be successful in school.

Continuation of Services

A system to transfer records has been established to promote an uninterrupted continuation of services once the child enters the public school. To avoid interruption of services, the sending agency forwards pertinent information about the services that are required by the child to the new agency providing the service, as well as to any contact person familiar with the case. An appropriate plan is then instituted to meet any specific or unique situations for which the Lynn Public Schools cannot provide services. Communication and support among the agencies that have had contact with the child are essential to the process.

Montpelier, Vermont, Vermont College Preschool Program

Program Description

The preschool program at Vermont College is a private, non-profit organization funded under a cooperative agreement between three local school districts, the Vermont Department of Education, and the Social Rehabilitation Services. This fully integrated program includes children with special needs and those at-risk within a mainstream program.

Program Goals

- To empower families to use each other as resources for the improvement of their children's education
- To build relationships between families and schools so that school will be seen as a welcoming place

Contact:
Lee Lauber
Early Childhood & Elementary Services Coordinator
Vermont College
Montpelier, VT 05602
(802) 828-8765

Key Elements

Parent-Teacher Communication

All families who are involved in the program are invited to attend a conference in March of the year prior to their child entering kindergarten. At this conference parents receive information on what to expect in kindergarten. They are encouraged to be advocates for their children to make sure that their children continue the services that they need upon entering public school.

Parent Advocacy Groups

In an effort to assist families to become more comfortable with the educational process for their children, several neighborhood parent groups have been initiated. Many of the participants are parents whose own educational experiences were not successful. The meetings are held in the neighborhoods where the children live, making them more accessible to the families involved. The meetings are structured around relevant topics which are decided by the

parent groups. Local legislators are invited to one meeting a year, to hear firsthand from the parents about their concerns and issues.

Staffing

This program is fortunate to have highly trained staff. Several of the staff members are teachers who hold a graduate degree in early childhood education or special education. Six members of the staff are employed by the Montpelier school system, which gives them the advantage of participating in school sponsored in-service programs.

Windham, Connecticut, Public Schools

Program Description

This state funded early childhood program was created to provide educationally and economically disadvantaged children and their families the opportunity to participate fully in the educational process. Designed to improve family literacy and allow children to be involved in a developmentally appropriate pre-school program, the emphasis of this program is to accelerate the development of language skills in preschool through early intervention.

Contact:
Shirley Moone-Childs
Director of Curriculum, Instruction and Evaluation
Windham Public Schools
322 Prospect St.
Willimantic, CT 06226
(203) 423-8401

Program Goals

- To assure that children and their families acquire the life skills necessary to be able to take full advantage of a society that depends on full literacy and language acquisition
- To help children start to build bridges in this multicultural world

Key Elements

Accelerated Bilingual Language Integration

Facing the challenging issue of how to educate children whose first language is something other than English is one that the Windham Public Schools addressed when they created this comprehensive transition program. Prior to the program, English as a Second Language (ESL) students did not start a full bilingual program until second grade. This component of the program gives children a two year jump. Children who speak Spanish are integrated into classrooms with children who speak English. Both English speaking and ESL students receive instruction together in areas such as art, music, and physical education. The children are taught by a bilingual teacher as well as a monolingual English speaking teacher. The transition process is continued throughout elementary school and each year more content areas are added to the curriculum.

Building Bridges

To successfully accommodate the numerous and diverse needs of the families eligible for the Windham Public Schools program, a collaborative early childhood consortium was formed. The consortium consists of representatives from various agencies, four elementary schools, the medical community, private and public daycare centers, and two universities.

Family Literacy

The belief that successful children need literate families is promoted through the family literacy program. The program includes a G.E.D. program with tutorial instruction for adult education and bilingual instruction.

Appendix

The Journey*

What Is It?

A "journey" is a drawing, map, or other representation that answers the question, "How have you gotten to where you are today?" The focus of the journey may be at any level -- community, organization, individual. Even if your team is new, there have been activities, decisions, events in your community that have led you to this place. These may be decisions on staffing, curriculum, funding, professional development activities, discussion groups, meetings, agency policies, etc.

Why Do It?

A journey can be developed for several purposes, among them to:

- identify key events, milestones, factors and influences that have been important over time;
- develop a shared sense of history among a group of people;
- honor how far a person, group, or organization has come and serve as a basis for celebration;
- orient new staff among their colleagues;
- foster an awareness of developments over time in newcomers and outsiders;
- activate prior knowledge and experience in order to begin to make connections to new work and next steps -- to set current activities in context;
- allow a person, group, or organization to explain to others what has happened;
- use a more "right-brained" approach to complement the "left-brained" production of text; and
- document and reflect on change, development, and learning.

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* All clinic participants received the journey exercise to help their teams put their work in perspective. A description and instructions for completing "The Journey" will be published by The Laboratory in 1994. For more information contact Wyllys Terry at (508) 470-0098.

Both the process and the product of journey development foster reflection. The following steps suggest some ways you might use journeying as part of your ongoing work.

What Is the Process of Developing a Journey?

There are many, many ways to create a journey. Here are considerations to help you begin:

1. **What Is Your Purpose?** Decide the purpose(s) you have for the journey and how developing the journey fits into your ongoing work. For example, if you want to learn about a particular program, do you want to focus on the program's journey, or how the program fits into the overall journey of your organization? What do people on your team think of as key events? What changes have occurred or what processes have or are happening to make your transition work better for all children and their families? What have you done to provide a "seamless transition" for children and their families and what have the learnings in doing so been so far? What obstacles did you overcome? What supports did you have?

   Think ahead about what should happen with the journey -- that is, is this a "one-shot" just to try it out, do you foresee needing to reproduce it in some way, do you want to disseminate it in some way, hang it up, etc.? We have found that people are often initially shy or reluctant to engage in a "drawing" activity but discover after the fact that what they have created is special and that they want to do further work with it.

2. **Who Creates the Journey?** Journeys have been developed by individuals, pairs, small and large teams, and whole organizations. In developing journeys with others, people find that no one person has all the information about what has happened over time. In some settings, newcomers have been paired with "veterans" as a way of sharing history and context; having newcomers helps those who have been around for a while "tell the story" that many may take for granted.

3. **How Do People Create Journeys?** People can create journeys on any size sheet of paper, but if a group is doing the work and the journey is to be displayed, working on one or more sheets of newsprint is helpful. The basic supplies include: paper, markers in several colors, and tape to connect sheets and to hang them. To help people overcome the tyranny of a blank sheet of paper, we have found that using different sizes of "post-its" helps people write down important events, influences, etc., and still be able to rearrange the pattern and flow as new ideas come to mind. "Post-its" also allow several people to contribute at the same time. Remember to tape the post-its down with clear tape when you're done so they don't flutter away when displayed or moved.

One of the trade-offs in using newsprint, which is usually about 2' x 3', rather than 8 1/2" x 11" or 11" x 17" sheets of paper, is that reproducing the journey for distribution can be problematic. The choices are either transcription, copying the journey on a smaller piece of paper, or blueprint copiers available now at copying outlets in many localities. We found one machine that would create an 11" x 17" copy from a couple of newsprint sheets.

Journeys can also be created through interviews, where a person not involved in the effort asks one or more participants to tell the story. The rough draft created by the interviewer can then be revised and/or elaborated by the interviewees. A rough draft journey can also be created from a review of documents.

4. **How Much Time Does It Take To Develop A Journey?** It depends on the purpose and how many are involved. An individual reflecting on an experience can create a journey in twenty minutes. For a team or larger group to develop a journey requires time for the group to orient themselves to the task, then to talk as they build the journey, and finally to reflect on its meaning. In addition, when a number of individuals or teams are working on different journeys, people want to share their journeys and insights from creating them. Small teams can complete a rough journey in 45 minutes, but that leaves little or no time for reflection.

   A good amount of time would be one hour for journey creation, one half-hour for reflection, followed by sharing-out time as appropriate.

5. **What Questions Should Be Asked To Shape The Journey?** First, set the stage for the activity: determine the framing question for the journey. Given the frame, acknowledge that individuals (or teams, organizations, programs, state) have been around for a while and many things have happened over time. Even if individuals are new, there have been many activities, decisions, and events that have occurred.

   Invite participants to begin on their journeys, asking them to consider some or all of the following questions: When did the journey begin? What are the key events or milestones which have brought us to where we are now? What obstacles have we overcome? What support have we had? What influences, positive and negative, have there been? What have been accomplishments and set-backs? You can use symbols to demarcate different aspects of the journey -- for example, ∆ = CHANGES, o = PROCESSES, and □ = EVENTS.

   Encourage the journey-developers to note where they lack information or have questions to ask others. The journey may be a work-in-progress that people may want to update occasionally. When a team develops a journey away from the rest of the school or other organization, members often want to return home and make an opportunity for colleagues to create a

whole-organization journey, rather than to bring home a product created by a few.

6. **What Questions Should Be Asked To Reflect On The Journey?** We have used a variety of "lenses" or questions to reflect journeys. Here are a few options:

   - First of all, look over the journey and recognize how much you have accomplished and handled over time. People in the thick of things and focused on how much there is yet to do rarely give themselves or one another credit for all the hard work.

   - Stand back and ask yourselves if there have been major eras or stages that the journey divides itself into.

   - Look at the journey and ask, what have we learned as a result of all this? What does that mean for our future?

   - Review the journey asking these questions: What's different for children? What's different for parents or significant others? What's different about the organization and operation of the transition? What connections are being made? What questions are being asked?

What Do Journeys Look Like?

The following is an example of a journey completed by a Norwich, New York, school.

Getting Schools Ready for ALL Children: The Norwich, NY, Kindergarten Bridging Program

Norwich is a small city in central New York with a population of less than 9000. There are two elementary schools, one middle school, and one high school, with a total of 2,500 children in the school system.

The school district, with participation of parents and other community members, has initiated a system redesign effort aimed at developing the organizational capability and flexibility to ensure that every child reaches his or her full potential.

The kindergarten Bridging Program is one strand in the redesign effort; its development is portrayed in this Journey.

The concept of getting school ready for kids instead of only getting kids ready for school was a major shift in the thinking of the system. As the Journey shows, several factors led to the shift in perspective and many decisions, events, and other actions grew out of it -- with ramifications throughout the system. Today in Norwich, things are much different for kindergarten students and their parents than they were just a few years ago. Now, the students experience school for the first time during the summer Bridging Program.

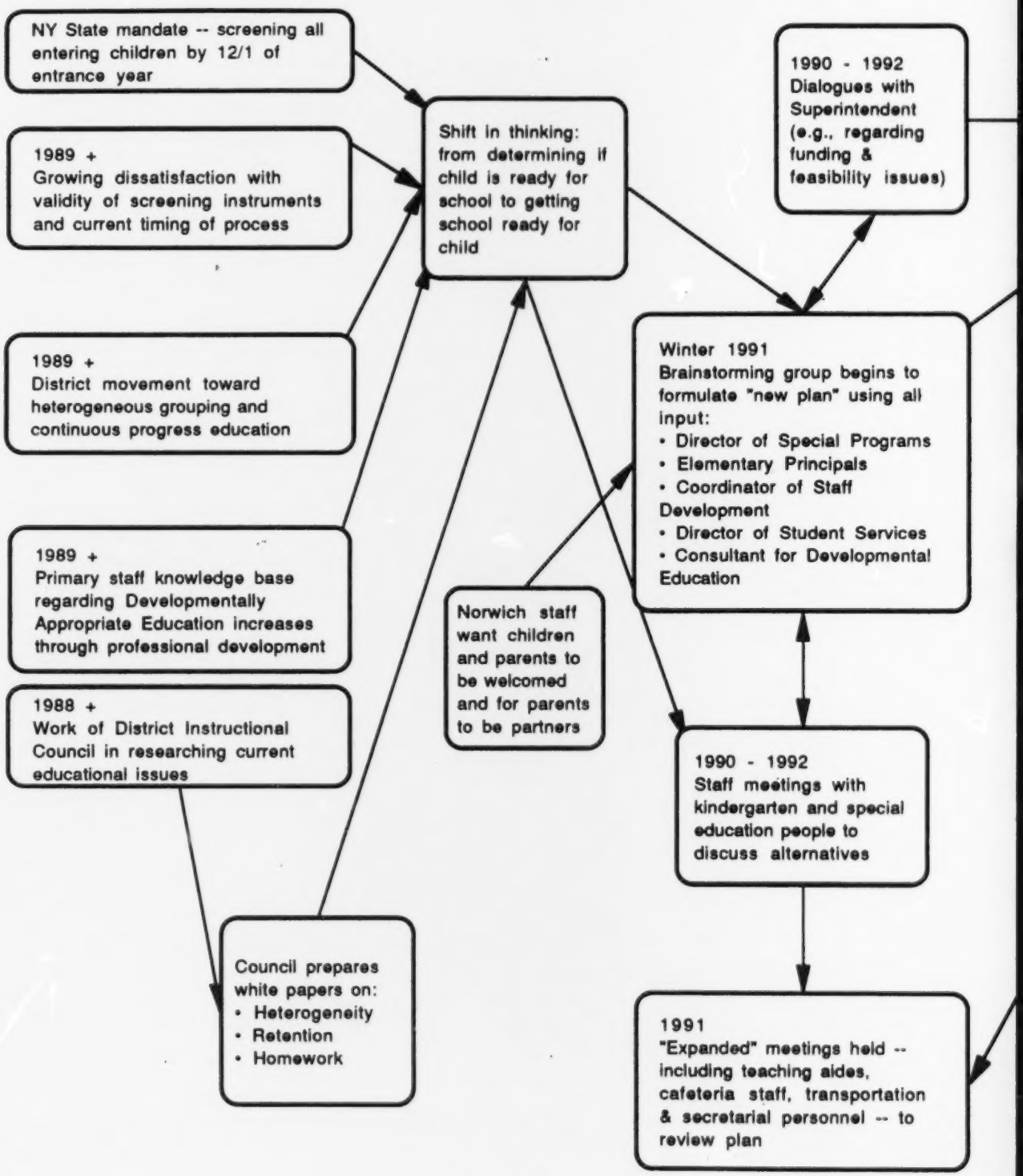
The new approach was based on research about developmentally appropriate education and allows children, parents, and teachers to learn about one another and begin to form a partnership right from the start. The children learn about school through activity and exploration, the teachers learn about the children through structured observations and parent interviews, and the parents learn about the system through a program especially for them. This then permits kindergarten teachers to design their programs around the children.

The strategy Norwich used to bring together the many people and agencies affected, as well as some creative thinking about the use of existing funds and organizational structures (e.g., an existing summer elementary program, summer school, state aid, etc.) can all be seen in the Journey.

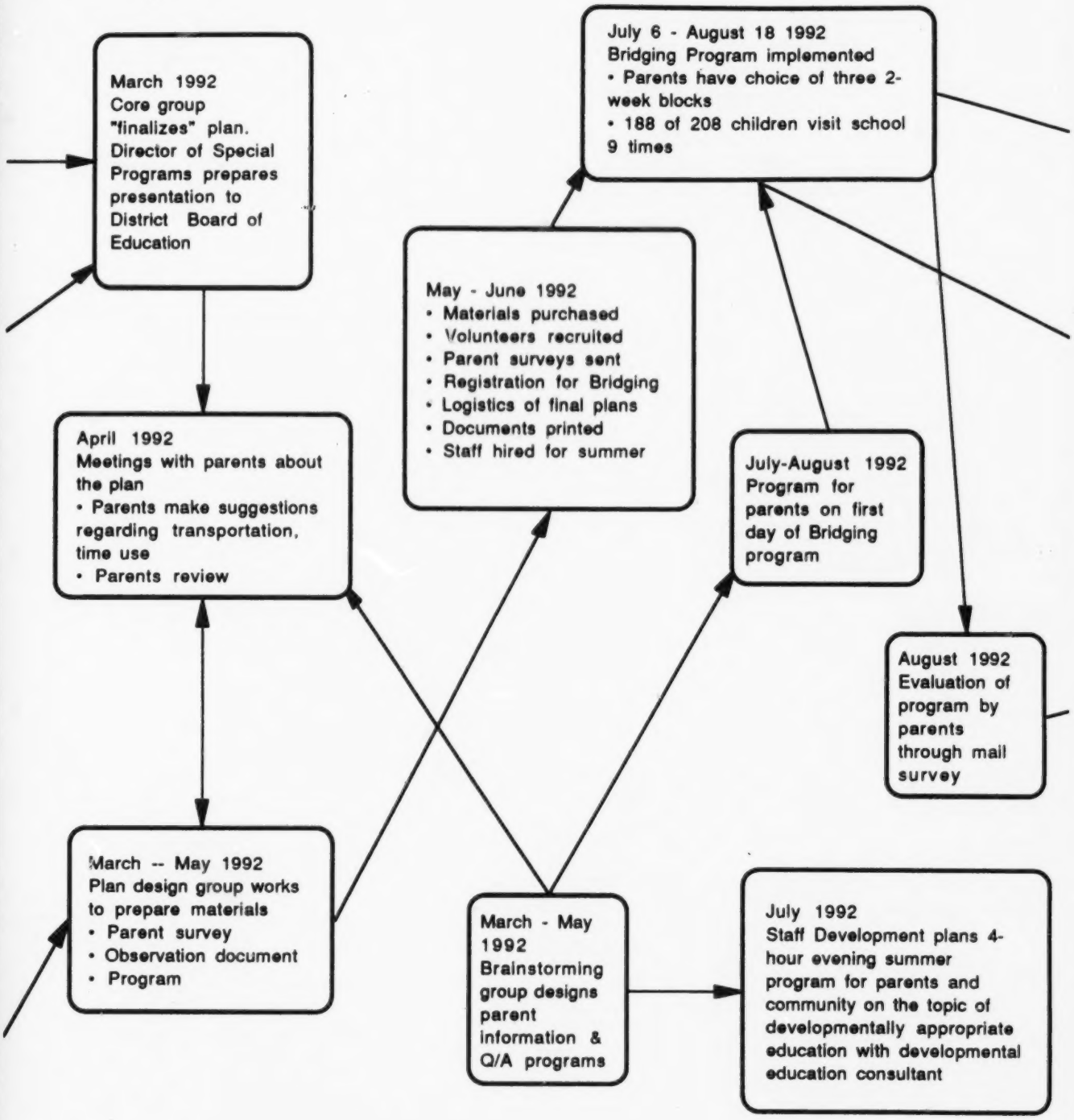
Today the Bridging Program is an integral part of the Norwich City School system, with far-reaching implications for the district as it moves from homogeneous to heterogeneous grouping throughout the system. It is a journey not yet finished.

Contact:
Joyce Steward
Norwich City Schools
112 South Broad Street
Norwich, NY 13815
(607) 334-3211

Bridging Program
Norwich (NY) City Schools


NY State mandate -- screening all entering children by 12/1 of entrance year
1989 +
Growing dissatisfaction with validity of screening instruments and current timing of process
1989 +
District movement toward heterogeneous grouping and continuous progress education
1989 +
Primary staff knowledge base regarding Developmentally Appropriate Education increases through professional development
1988 +
Work of District Instructional Council in researching current educational issues
Council prepares white papers on:
• Heterogeneity
• Retention
• Homework
Shift in thinking: from determining if child is ready for school to getting school ready for child
Norwich staff want children and parents to be welcomed and for parents to be partners
1990 - 1992
Dialogues with Superintendent (e.g., regarding funding & feasibility issues)
Winter 1991
Brainstorming group begins to formulate "new plan" using all input:
• Director of Special Programs
• Elementary Principals
• Coordinator of Staff Development
• Director of Student Services
• Consultant for Developmental Education
1990 - 1992
Staff meetings with kindergarten and special education people to discuss alternatives
1991
"Expanded" meetings held -- including teaching aides, cafeteria staff, transportation & secretarial personnel -- to review plan

Bridging Program (cont'd)
Page 2 of 4


March 1992
Core group "finalizes" plan. Director of Special Programs prepares presentation to District Board of Education
April 1992
Meetings with parents about the plan
• Parents make suggestions regarding transportation, time use
• Parents review
March -- May 1992
Plan design group works to prepare materials
• Parent survey
• Observation document
• Program
May - June 1992
• Materials purchased
• Volunteers recruited
• Parent surveys sent
• Registration for Bridging
• Logistics of final plans
• Documents printed
• Staff hired for summer
March - May 1992
Brainstorming group designs parent information & Q/A programs
July 6 - August 18 1992
Bridging Program implemented
• Parents have choice of three 2-week blocks
• 188 of 208 children visit school 9 times
July-August 1992
Program for parents on first day of Bridging program
August 1992
Evaluation of program by parents through mail survey
July 1992
Staff Development plans 4-hour evening summer program for parents and community on the topic of developmentally appropriate education with developmental education consultant

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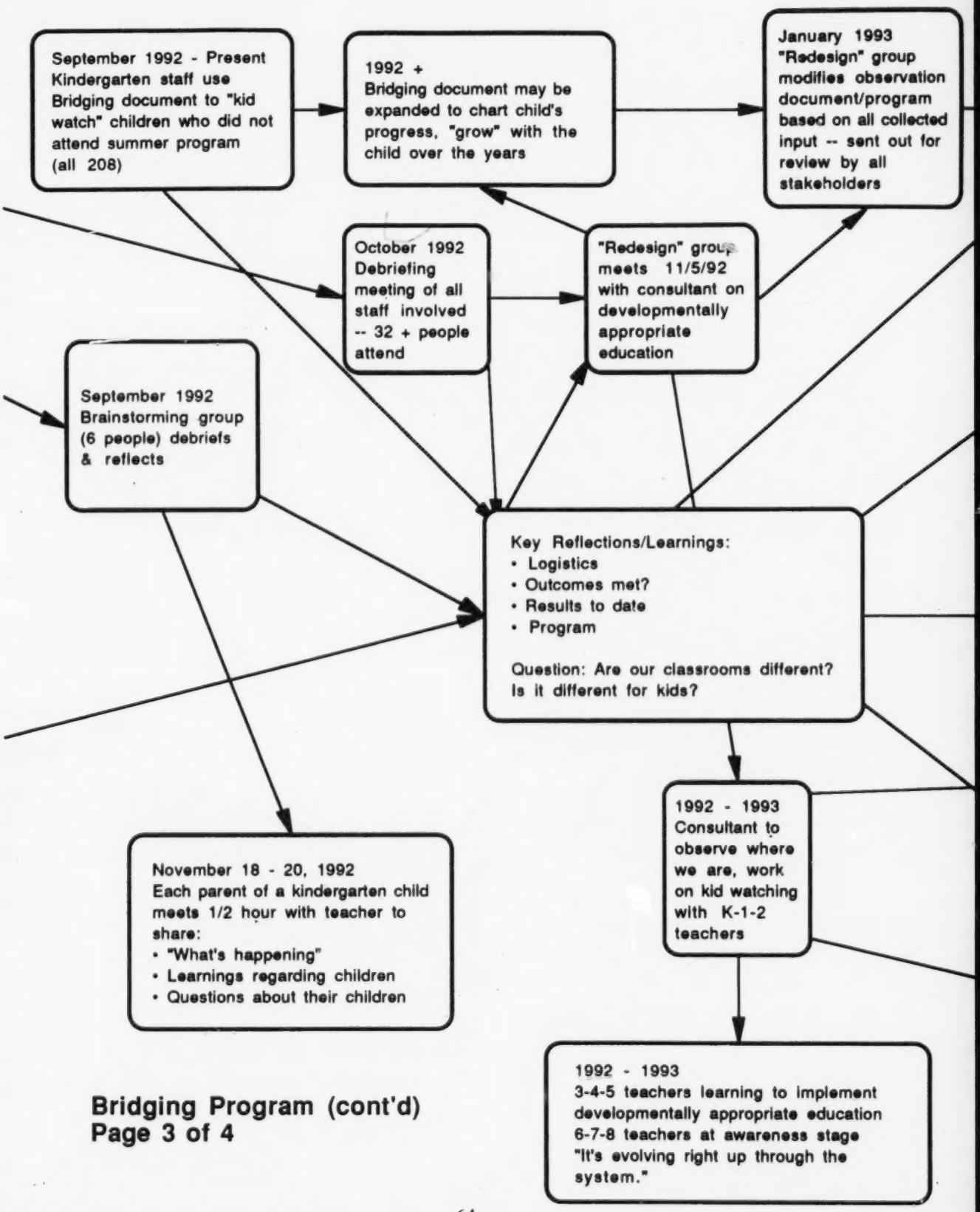
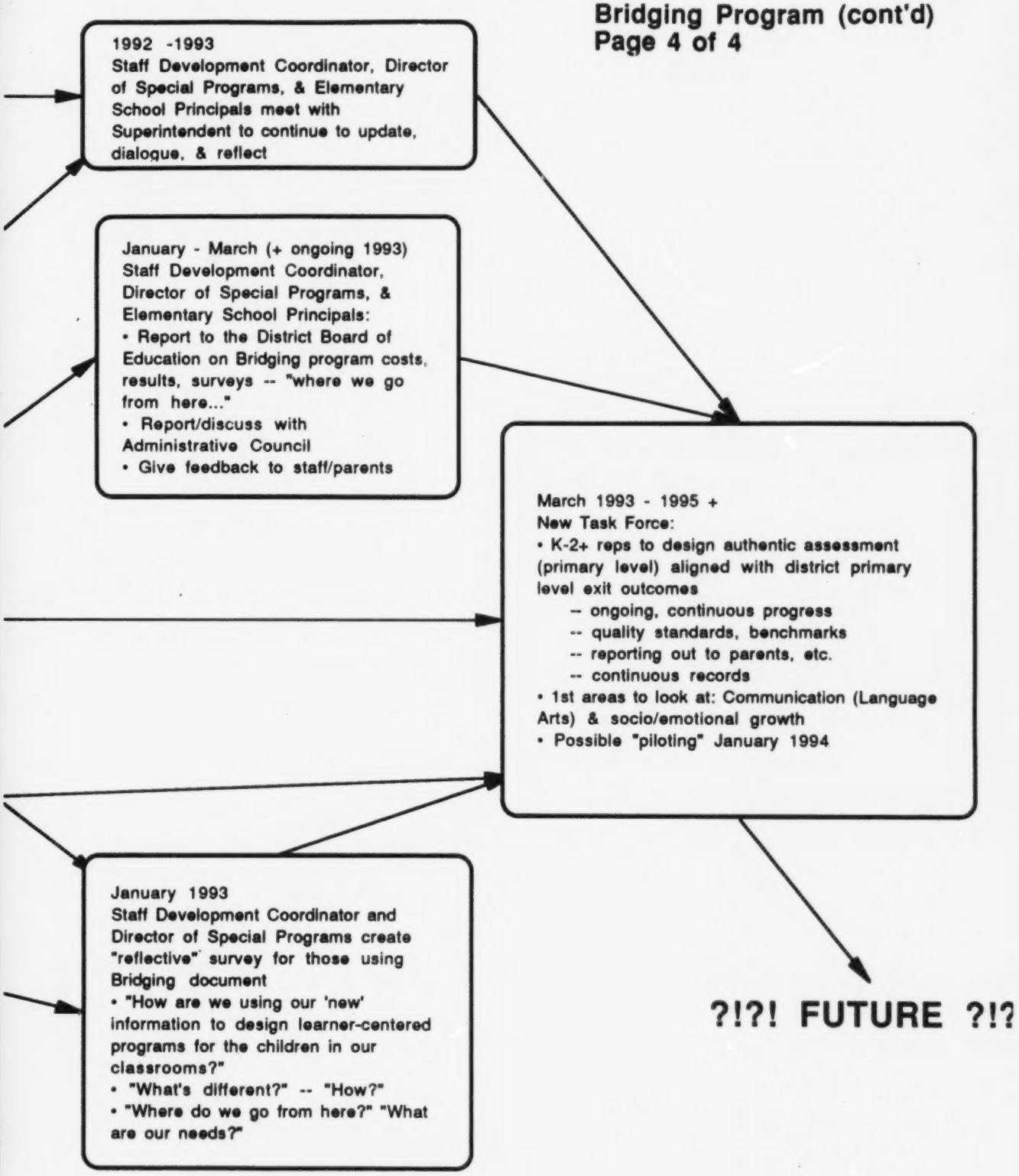

September 1992 - Present
Kindergarten staff use Bridging document to "kid watch" children who did not attend summer program (all 208)
1992 +
Bridging document may be expanded to chart child's progress, "grow" with the child over the years
January 1993
"Redesign" group modifies observation document/program based on all collected input -- sent out for review by all stakeholders
October 1992
Debriefing meeting of all staff involved -- 32 + people attend
"Redesign" group meets 11/5/92 with consultant on developmentally appropriate education
September 1992
Brainstorming group (6 people) debriefs & reflects
Key Reflections/Learnings:
• Logistics
• Outcomes met?
• Results to date
• Program
Question: Are our classrooms different? Is it different for kids?
1992 - 1993
Consultant to observe where we are, work on kid watching with K-1-2 teachers
November 18 - 20, 1992
Each parent of a kindergarten child meets 1/2 hour with teacher to share:
• "What's happening"
• Learnings regarding children
• Questions about their children
1992 - 1993
3-4-5 teachers learning to implement developmentally appropriate education
6-7-8 teachers at awareness stage
"It's evolving right up through the system."

Bridging Program (cont'd)
Page 3 of 4


1992 -1993
Staff Development Coordinator, Director of Special Programs, & Elementary School Principals meet with Superintendent to continue to update, dialogue, & reflect
January - March (+ ongoing 1993)
Staff Development Coordinator, Director of Special Programs, & Elementary School Principals:
• Report to the District Board of Education on Bridging program costs, results, surveys -- "where we go from here..."
• Report/discuss with Administrative Council
• Give feedback to staff/parents
March 1993 - 1995 +
New Task Force:
• K-2+ reps to design authentic assessment (primary level) aligned with district primary level exit outcomes
-- ongoing, continuous progress
-- quality standards, benchmarks
-- reporting out to parents, etc.
-- continuous records
• 1st areas to look at: Communication (Language Arts) & socio/emotional growth
• Possible "piloting" January 1994
January 1993
Staff Development Coordinator and Director of Special Programs create "reflective" survey for those using Bridging document
• "How are we using our 'new' information to design learner-centered programs for the children in our classrooms?"
• "What's different?" -- "How?"
• "Where do we go from here?" "What are our needs?"
?!?! FUTURE ?!?

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Early Childhood Programs from the National Diffusion Network (NDN)

The following early childhood programs were excerpted from *Educational Programs That Work*, the nineteenth edition of the annual National Diffusion Network catalog of exemplary educational programs. Each program includes the name, mailing address, and telephone number of a contact person who can answer questions about the program.

The program descriptions, drawn from across the United States, are followed by a listing of the NDN State Facilitators that serve the same jurisdictions as The Regional Laboratory for Educational Improvement of the Northeast and Islands. State Facilitators are familiar with all NDN programs and are available to help schools in their jurisdictions learn about and adopt programs that meet their needs.

If you would like a complete catalog of *Educational Programs That Work*, copies can be purchased for $11.95 plus $3.00 shipping/handling (first copy only, $1.00 for each additional copy) from **Sopris West Incorporated, 1140 Boston Avenue, Longmont, Colorado 80501, (303) 651-2829.**

Cognitively Oriented Pre-Primary Experience (COPE). A comprehensive, sequentially programmed, pre-primary curriculum and management system that provides for individual developmental growth and learning of basic readiness skills.

Description Cognitively Oriented Pre-Primary Experience (COPE)'s wide range of activities and objectives (3-6 years developmentally) makes it effective for use with pre-primary children from varied socioeconomic backgrounds and with varied learning needs. It is appropriate for students in pre-kindergarten, kindergarten, and early first grade, including those with developmental lags and learning disabilities. The program is diagnostic/prescriptive. Based on the child's skills and development at entry, he/she works through a series of activities to reach advanced objectives. With its well-defined, step-by-step, closely sequenced levels, the curriculum is extremely helpful both in determining a child's needs and in stimulating outstanding intellectual and language growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized, small-group, and large-group instruction as well as in free-inquiry situations. The program contains lessons in perceptual-motor, conceptual language, math/science development, as well as social studies, health/safety, art, and music. Teachers, paraprofessionals, and parents who attend a COPE workshop not only learn to use the curriculum materials, but also come to understand how to put the program to use in their own particular situations. The program addresses Goal 1 of the National Goals for Education by providing a high quality, developmentally appropriate program that helps prepare children for school and also provides support and training for parents. Training, implementation, and follow-up services are available to adopters (costs to be negotiated). One set school and also of curriculum materials is required per classroom.

Contact **Mary Alice Felleisen, Director, COPE, 38 North Waterloo Road, Devon, PA 19333. (215) 688-7993.**

Developmental Funding: USOE ESEA Title III. JDRP No. 75-49 **(5/16/75)**

Communication Program. A program to help young children who have a variety of communication and language handicaps. (Procedures adapted for regular education classrooms and for a variety of special education classrooms from elementary through high school). Approved by JDRP for children from birth to age 6 in early childhood programs with identified or suspected communication deficits (not related to current hearing loss).

Description The Communication Program was designed to serve classes of young children whose delays and disorders result from a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps. The program offers training for classroom teachers and speech language clinicians in the management of communication behaviors. Classroom management is a critical component. The training also provides experience in team decision-making. Teachers and/or parents are asked to identify their concerns about a child's communication ability or language skill. Assessment tools are used to support the concern and document the severity of the problem. Data obtained during classroom activities provide supplementary information. Team members plan individualized programs for each child, arrange for implementation of these programs, and see that data are gathered. Individualized instruction essential to management of target behaviors is achieved by furthering communication skills in a variety of activities during the school day. All language programs are related to the child's communication needs in the environment. Mutual decision making and implementation of programs immediately useful to the child are critical elements of the procedures. Personnel trained in this program have identified the following competencies as uniquely acquired at the training site: ability to identify language problems through classroom observation; ability to plan management strategies that can be implemented in the classroom; ability to arrive at decisions with members of a different discipline. The speech language clinician assists the teacher in developing strategies to promote communication, and plans and implements finely sequenced programs in a variety of language areas. Parents are an integral part of the team.

Contact **Johanna Lewis, Everett School District, Special Services, 202 Alder, Everett, WA 98203. (206) 356-4595 or 339-4335.**

Developmental Funding: USOE BEH. JDRP No. 75-64a **(9/3/75)**

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Early Prevention of School Failure (EPSF). This program is designed to prevent school failure by identifying the developmental levels and learning styles of children ages four to six years. A follow-up program is also provided (see On The Way to SUCCESS).

Description Early Prevention of School Failure (EPSF) has demonstrated that the assessment tools, conferencing, and effective teaching strategies prevent children from failing academically. The EPSF program identifies every child's developmental level in language, auditory, visual, and motor areas as well as their learning style. The norm-referenced assessment instruments and observational procedures have been selected and/or developed to assess: (1) the developmental levels of children's language, auditory, visual, and motor synthesis; and (2) each child's experiential background. The computer printout reflects: (1) the developmental age of each child compared to a norm group of the same age; (2) what a child can do (criterion-referenced); and (3) observations by teachers and parents. Portfolios are maintained on at-risk students. The strategies include a literature-based reading and writing program, themes and units, higher process thinking activities, and researched steps for teacher-directed instruction of children with similar needs. The program is based on child growth and development and the principles of learning which focus on different rates of learning and different learning styles. EPSF was developed on a sound foundation of learning research and child growth and development. The research on over 100,000 children in ongoing yearly EPSF evaluations has demonstrated a seven-year developmental age span in a class of 25 entering-kindergarten children. A third longitudinal study, conducted in 1985 through 1988 in 11 districts in nine states, demonstrated statistically significant and educationally meaningful gains. A fourth longitudinal study began in 1992 in 16 diverse school districts.

Contact **Luceille Werner, National Director, Peotone School District 207U, 114 North Second Street, P.O. Box 956, Peotone, IL 60468. (708) 258-3478 or (800) 933-3478, FAX (708) 258-3484.**

Developmental Funding: (info. not available).

JDRP No. 74-46 (5/15/74)
Recertified (4/19/77)

Family Oriented Structured Preschool Activity (FOSPA). ("Seton Hall" Program). A program that prepares the parent to be the child's first and most significant teacher.

Description Family Oriented Structured Preschool Activity (FOSPA) is based on research findings that support the fact that the early years are critical to a child's development. Goal 1 of the six National Goals for Education adopted by the National Governor's Association stresses that all children in America will start school ready to learn. The State of Minnesota also challenges educational institutions to empower parents to fully support all participants in their children's learning and development. Therefore, it is believed that parents as their children's first and most significant teachers, can benefit when the educational community is willing to help them in their parenting role. The FOSPA program, begun in 1972, focuses on: the quality of the parent-child relationship; the development of a competent and resourceful child; and supporting parents in their parenting role. FOSPA is designed to involve parents and their child the year before kindergarten entry in activities that will begin to prepare the child for kindergarten. Parents accompany their child to the neighborhood elementary school once a week from September to May for two-hour sessions. While at school, parents work and play with their child at learning stations set up in basic skill areas within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction, and participate in a discussion group facilitated by a licensed parent educator. In this supportive, caring environment they learn about their child's development and share ideas and concerns about parenting. During this time children have a preschool experience with a qualified early childhood educator. Take-home activity kits are designed to promote parent-child interaction and growth in basic skills based on a validated assessment of the child's skills. Both parent and child grow in confidence as they participate in the program. This atmosphere of trust between home and school that parents develop continues when the child enters elementary school. A two-day training is available for adopters.

Contact **Jeanne Hoodecheck, Program Director, District #742 Community School, 820 8th Avenue South, St. Cloud, MN 56301. (612) 253-5828.**

Developmental Funding: USOE ESEA Title III.

JDRP NO. 75-48 (5/15/75)

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High/Scope K-3 Curriculum. A comprehensive method for organizing and managing classroom environments and instructional activities to help at-risk students improve their school achievement and literacy skills by giving them opportunities to initiate and engage in learning activities that contribute to their cognitive, social, and physical development.

Audience Approved by PEP for students in grades K-3 and their families.

Description The High/Scope K-3 Curriculum views children as active learners who learn best when they themselves plan, carry out, and reflect upon activities. Teaching staff observe, support, and extend children's activities by maintaining a daily routine that permits children to learn actively and construct their own knowledge; arranging instructional activity centers in the classroom to provide learning experiences in math, language, science, art, social studies, movement, and music that match children's needs and address appropriate content, skills, and concepts in these areas; joining in the children's activities, asking questions that extend children's plans, and helping them think; organizing daily small-group instructional workshops involving concepts and skills in all of the content areas; and engaging children in key child development experiences that help them learn to make choices and solve problems. Other features of the program include a child observation assessment technique, an emphasis on parent involvement, and a nationwide training network.

Evidence of Effectiveness At-risk students in classrooms utilizing the High/Scope K-3 Curriculum score significantly higher on overall achievement and subtests in reading, language, math, science, and social studies on standardized achievement tests than comparison students in classrooms with a traditional K-3 curriculum.

Requirements No special equipment or materials are required beyond the computers and developmentally appropriate manipulative and print materials that should be present in all good K-3 classrooms. However, classrooms need to be rearranged into activity areas. Training is open to administrators and teaching and caregiving staff working with children five to nine years old in public and private elementary schools and day care centers and homes. Several training options are available for teacher training through High/Scope.

Costs The cost for two-day workshop activities is $125/person for groups of 40 or more. Handout materials are included in this fee. Services on a consulting or contractual basis are available according to local needs. Consulting fees and travel expenses are negotiated on an individual basis. Week-long institutes can also be scheduled for groups of 20 or more participants. Institute fees are $400/person plus travel costs for High/Scope staff. Customized implementation plans include training for up to three years with costs ranging from $28,500 to $65,000 depending upon location, group size, and duration of the training activities. Videotapes (five total) are recommended for each program at a cost of $450. Printed teacher curriculum guides and supporting materials are required for each classroom, at a cost of $230.

Services In addition to training and materials, follow-up consultation is available.

Contact **A. Clay Shouse, Director, Development and Services, High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198. (313) 485-2000, FAX (313) 485-0704.**

Developmental Funding: U.S. Department of Education, Follow Through Program, state, and other.

PEP No. 92-8 (3/92)

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High/Scope Preschool Curriculum. Based on the child development ideas of Jean Piaget, the High/Scope Preschool Curriculum views children as active learners, who learn best from activities that they themselves plan, carry out, and reflect upon. The children are encouraged to engage in a variety of key experiences that help them to make choices, solve problems, and actively contribute to their own development.

Audience Approved by JDRP/PEP for preschool children of all abilities.

Description The High/Scope Preschool Curriculum is an open-framework model derived from Piagetian theory. The curriculum originated from one of the first early childhood intervention programs of the 1960s, the High/Scope Perry Preschool Project, and was further developed with funding as a demonstration project in the First Chance Network for handicapped preschoolers. Through designated key experiences for children, teaching and parenting strategies, and child-observation materials, the curriculum provides a decision-making framework. Within this framework, teachers design a classroom program that reflects the expressed needs and interests of the children being served. This approach emphasizes the identification of the child's status on a developmental continuum by examining his/her strengths and accomplishments. The project views discrepancies in behavior between disabled and nondisabled age peers as developmental delays, not as deficiencies. Basing their tasks on this orientation, teachers initiate developmentally appropriate experiences in the classroom that reflect the basic long-range goals of the project. These goals are to develop children's ability to use a variety of skills in the arts and physical movement; to develop their knowledge of objects as a base of educational concept; to develop their ability to speak, dramatize, and graphically represent their experiences and communicate these experiences to other children and adults; to develop their ability to work with others, make decisions about what to do and how to do it, and plan their use of time and energy; and to develop their ability to apply their newly acquired reasoning capacity in a wide range of naturally occurring situations and with a variety of materials. The plan-do-review sequence encourages children to achieve these goals by involving them in decision-making and problem-solving situations throughout the day. The teacher's role is to support the children's decisions and encourage them to extend learning beyond the original plan. Similarly, teachers rely on a basic room arrangement and daily routine designed to stimulate and support active learning.

Evidence of Effectiveness Preschool programs using the High/Scope Preschool Curriculum have produced evidence that they improve children's school success, later socioeconomic success, and social responsibility. As compared to teacher-directed instruction, the High/Scope Preschool Curriculum has also been shown to lead to significantly lower rates of delinquency.

Requirements The model can be used in individual classrooms as well as entire programs. Inservice training for teaching teams and program administrators is strongly recommended.

Costs The costs for program implementation vary depending upon the number of teaching teams and children involved. However, the approximate cost per child for the initial year of implementation is $260 for personnel training and $195 for materials. Travel costs for the trainer are additional. Costs for the second and subsequent years also vary, but typically do not exceed $60/child. Cost calculations assume that the curriculum is being adopted by an existing program; personnel and facility costs for the classroom are not taken into account.

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff are available to participate in out-of-state awareness meetings (fees and expenses to be negotiated). Curriculum workshops can be arranged as follow-up to awareness sessions at local sites (fees and expenses to be negotiated). Training is provided at the project site (fees and expenses must be paid). Additional inservice activities are also available.

Contact **A. Clay Shouse, Director, Development and Services, High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198. (313) 485-2000, FAX (313) 485-0704. Philip Hawkins. (313) 485-2000, Ext. 252.**

Developmental Funding: USOE BEH.

JDRP No. 79-9 (3/28/79)
Recertified (3/9/92)

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Kindergarten Integrated Thematic Experiences (KITE). A program designed to increase reading and math achievement by promoting the acquisition of basic reading and math readiness and language skills while helping children develop a positive self-image.

Audience Approved by PEP for kindergarten—regular, and academically disadvantaged students (Chapter I and at-risk). The main components of this program have been used successfully for migrant, special education, bilingual education (Spanish) and ESL students in primary grades. The program is used in all 50 states, American Samoa, Guam, Saipan, and nine foreign countries.

Description Kindergarten Integrated Thematic Experiences (KITE) effectively combines child-initiated and teacher-directed activities within a planned environment. This multisensory program utilizes oral language, manipulatives, music, and play.

KITE emphasizes all areas of development—cognitive, language, physical, and social-emotional. The varied KITE experiences integrate language arts, math, art, music, literature, social studies, science, drama, and physical education experiences. It assists teachers in moving from traditional toward **developmentally appropriate** practices.

Through developmentally appropriate activities, children use concrete objects, have meaningful interactions with materials, adults, and each other; and experience structured and informal oral language. These interactions enable children to assimilate abstract concepts.

Language and interest is stimulated by the use of imaginary outer space characters—*Astro* and *Astra*.

During teacher-directed instructional time, the program utilizes discovery with a game-like presentation of materials and positive teacher feedback. There is positive recognition of and a belief in the ability of each child to succeed. The contents of *Astro and Astra's KITE Motivational Bag* delight children and foster teacher creativity. Literature, poem charts, and math charts are used for whole language development. The program includes interactive large- and small-group activities.

The KITE program provides essential program motivation, contains lesson materials for the units, and stimulates curiosity in the children. *Astro* and *Astra* display various feelings, thus enabling the children to identify with them. The program promotes a thematic, developmentally appropriate, integrated curriculum.

Evidence of Effectiveness Regular and at-risk students demonstrate significantly greater positive academic growth on pre-posttest models. **Soft data**—teacher testimonials of child success and joy of learning with *Astro* and *Astra*, imaginary outer space characters. **Hard data**—NCE gains (info. available upon request).

Requirements The program can be implemented by a single teacher, whole school, or entire district. A one-day training session is required for adoption.

There is a one-time start-up cost for basic nonconsumable materials per classroom. Additional materials to enhance the program are available.

Costs **Materials**—Start-up (one-time expenditure) $134.50 per classroom; Awareness-negotiable. **Training**—One-day expenses and honorarium $300 (negotiable); two-hour training video-no charge (30-day loan).

Services Written awareness materials, a 50-minute video, and grant-writing packets are available. Program staff are available to attend out-of-state awareness meetings; numerous demonstration sites and certified trainers are also available. Training is conducted at the program or adopter site. Implementation and follow-up services are available to adopters (costs to be negotiated). A three- to four-day Certified Trainer workshop is held annually in the San Francisco area in the last week of June.

Contact **Jeanne Stout Burke, Director, KITE, Sunshine Gardens School, 1200 Miller Avenue, South San Francisco, CA 94080. (415) 588-8082.**

Developmental Funding: Local.

PEP No. 90-11 **(2/9/90)**

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Mother-Child Home Program (MCHP) of the Verbal Interaction Project. A home-based program to prevent educational disadvantage in children of parents with low income and limited education, by enhancing parent-child verbal interaction starting at child's age two. JDRP approved for two-year-olds at risk for educational disadvantage.

Description The Mother-Child Home Program (MCHP) of the Verbal Interaction Project's theory is that cognitive and social-emotional growth results from the exchange between mother and child of conceptually rich language around permanently assigned curriculum materials (books and toys). Twice-weekly, half-hour Home Sessions occur from the time that the child is two to four years of age. "Toy Demonstrators" (the home visitors, who may be paid paraprofessionals or unpaid volunteers) model for the parent a curriculum of verbal and other positive interaction with their children. Weekly Guide Sheets contain the curriculum of core concepts (colors, numbers, reasoning, etc.) illustrated by the current book or toy. Among 28 adoptions, at-risk students entered school with higher test scores, and graduated from high school at a higher rate than equivalent comparison students.

Contact **Dr. Phyllis Levenstein, Director, Verbal Interaction Project, Inc./Center for Mother-Child Home Program, 3268 Island Road, Wantagh, NY 11793. (516) 785-7077. (Affiliated with the State University of New York at Stony Brook.)**

Developmental Funding: HEW, USOE, NIMH, and foundations. JDRP No. 78-165 **(11/27/78)**

Perception+. A prerequisite to any formal learning discipline. Approved for kindergarten (Level I) and first grade (Level II).

Description Perception+ addresses the student's ability to learn. It is based on the premise that learning can be learned as a skill. Perception is not a reading, writing, or arithmetic program; it prepares students to learn to read, write, and do arithmetic. It is not a remedial program, but it has been used for remediation. It is designed to be introduced at the kindergarten level, but is being used effectively from preschool to junior high, in regular and special education classrooms. Perception + addresses Goal 3 of the National Goals for Education as a prerequisite for young students to demonstrate more competency in learning to read, write, and compute.

Perception+ is perceiving: seeing what is looked at, hearing what is listened to, feeling what is touched. These are fundamental requisites for learning, the foundation for the "basics", and they are attainable through the 15-minute Perception+ lessons, given three times a week throughout the school year. An entire class, not just those identified as having perceptual deficiency, participates as a group. The teacher orders experiences, and the students describe them in their own words. Perception+ is also processing. Unprocessed information is meaningless and irrelevant. In each lesson of the Level I and II instructional units ($80 per level), Perception+ students continually process data. They analyze, relate, compare, judge, sequence, decode. They critique and self-correct. They internalize information through their individual and group interaction with experiences. The teacher functions as the provider of experience and director of the process of internalization, not as an expositor of information. The Perception+ program provides children with the means for making information meaningful. Finally, Perception+ is applying information that has been internalized and can be easily and readily applied.

Contact **Monika Steinberg, Program Director, Perception+, Educational Information and Resource Center (EIRC), 606 Delsea Drive, Sewell, NJ 08080. (609) 582-7000, FAX (609) 582-4206.**

Developmental Funding: USOE ESEA Title III. JDRP No. 74-78 **(6/7/74)**

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On The Way to SUCCESS in Reading and Writing with Early Prevention of School Failure (EPSF). A program designed as a follow-up program to prevent school failure by identifying the developmental level, learning styles, and special needs of K-2 children who need to develop preacademic learning skills.

Audience Approved by PEP for children in first grade or after kindergarten.

Description On the Way to SUCCESS in Reading and Writing with Early Prevention of School Failure (EPSF) is a program designed to promote success in beginning reading and writing for identified at-risk children by using developmentally appropriate methods and resource materials. The instructional program and curriculum resources supplement the regular classroom literature-based reading and writing program.

On the Way to SUCCESS students with similar identified needs receive direct instruction daily for 20 to 30 minutes. In addition, the students are involved in the total group literature activities, higher process thinking skill activities, and integrated math and science activities. Parent involvement strategies and resources play an important part in both programs.

Fifty-two developmentally sequenced learning objectives form the basis for aligning teaching strategies and resources with the way children learn. The classroom reflects an age-appropriate learning environment based on each child's identified developmental level in language, auditory, visual, and motor areas.

Evidence of Effectiveness Program evaluators demonstrated that, as a result of their participation in EPSF in kindergarten (1985-86) and On the Way to SUCCESS in first grade (1986-87), students at-risk of academic success in kindergarten and first grade could not be distinguished from their typical or average second grade peers on the basis of scores from tests administered in 1988. The robust effects of the program were demonstrated by the statistically significant and educationally meaningful gains of a demographically diverse group of students from 11 districts in nine states.

Requirements The SUCCESS in Reading and Writing program requires the first grade teacher and/or readiness teacher to participate in a one-day training program.

Costs On the Way to SUCCESS costs are estimated at $145 per classroom for the curriculum kit, which includes a training manual, over 150 curriculum activity cards, a 155-page guide of activities for literature-based reading and writing, two literature folders with creative and critical thinking skill activities, *Guidelines for Child's Developmental Progress Notebook*, and assessment activities notebook.

Services The program will provide awareness materials and information at no cost. Interested educators are welcome to visit adopter demonstration sites. Awareness sessions and training are provided at the adopter site or a central location (costs to be negotiated). State consortium meetings and leadership conferences are conducted several times during the year.

Contact **Luceille Werner, National Director, Peotone School District 207U, 114 North Second Street, P.O. Box 956, Peotone, IL 60468. (708) 258-3478 or (800) 933-3478, FAX (708) 258-3484.**

Developmental Funding: USDE ESEA Title III (EPSF);
USDE ESEA Title I (Migrant);
USDE (SUCCESS).

PEP No. 90-17 **(6/11/90)**
(SUCCESS)

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Parents As Teachers. An early parenting program that provides comprehensive services to families from the third trimester of pregnancy until the children are three years of age. The program is designed to help parents give their children a solid foundation for school success and to form a closer working relationship between home and school.

Audience Approved by PEP for parents/guardians of children below the age of three.

Description Parents as Teachers is designed as a primary prevention program for all families aimed at helping parents give their children a solid foundation for school success and at forming a closer working relationship between home and school. It is based on the philosophy that parents are children's first and most influential teachers. As a parent involvement program from the earliest years, Parents As Teachers directly impacts the first National Goal for Education addressing school readiness. Parent educators trained in this model deliver family services using the Parents As Teachers curriculum, which includes information on child development and guidance in fostering a child's development. Services include regularly scheduled personal visits in the home, parent group meetings, periodic screening and monitoring of educational and sensory development, and access to a parent resource center.

Evidence of Effectiveness Children of parents participating in the program score significantly higher at age three on the Kaufman Assessment Battery for Children and the Zimmerman Preschool Language Scale, and score significantly higher at the end of grade one on standardized tests of reading and mathematics than the comparison and nationally normed groups. After three years in the program, parents demonstrate significantly more knowledge on program-developed and validated scales of child development knowledge and child-rearing practices; are more likely to regard their school district as responsive to a child's needs; and are more likely to have children's hearing professionally tested than the comparison parents. The greater the parent participation in the program the better children performed on measures of intellectual and language development. At the end of grade one, parents who participated in the program were found to be significantly more involved in their children's school experience than were comparison group parents.

Requirements Program services are offered through the school district for a minimum of eight months, preferably year round. The comprehensive program requires strong commitment to the philosophy of the program; availability of parent educator(s) with skills necessary to work with parents in a supportive learning environment; training for the parent educator(s); facilities for parent group meetings; and financial resources to support the parent educator(s) in the work of the program.

Costs Start-up cost is $2,725 for training and materials/supplies. Operation costs for 12 months are estimated at $562 per family (assuming a 60-family load per full-time parent educator), and include parent educator salary, travel, and additional materials/supplies. This assumes school district contribution of space, clerical assistance, and program administration.

Services In addition to training and curriculum materials, consultation and follow-up services are available through the Parents as Teachers National Center.

Contact **Mildred Winter, Director, Parents as Teachers National Center, Inc., 9374 Olive Boulevard, St. Louis, MO 63132. (314) 432-4330. Sharon Rhodes, UM-SI Louis, 8001 Natural Bridge Road, St. Louis, MO 63121. (314) 553-5738 or 553-5748.**

Developmental funding: Title IV-C ESEA, Danforth Foundation, state, and local.

PEP No. 91-2 **(2/19/91)**

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Portage Project. A family-focused, home-based program to serve children with disabilities, from birth to age 6.

Audience Approved by JDRP for children with disabilities who are functioning between the ages of 0-6. Appropriate for preschool, prekindergarten, infant programs, and Head Start home-based programs.

Description The Portage Project is a home-based intervention program for young children with disabilities and their families. The family-centered program maximizes the child's development and supports family functioning through regularly scheduled home visits designed to accomplish IEP/IFSP goals and objectives. The model, whether employed totally in the home or in a classroom-home combination program, centers on a home visitor meeting with caregivers in the home to assist them in identifying and addressing goals for the child and family based on the child's developmental needs and the desires, interests, and cultural mores of the family. The child's goals are implemented through naturally occurring activities that the child and caregiver normally participate in on a daily basis. Play activities are also used as a means of addressing child goals and enhancing caregiver-child interaction. The caregiver and home visitor spend time discussing activities to address family goals. The Portage Project model addresses the first of the National Goals for Education by helping parents to support their preschool child's development and, in this way, helping to prepare children for school.

Evidence of Effectiveness The results of the Portage Project model at the original demonstration site and at replication sites throughout the country indicate that through this program: (1) young children can progress above their expected developmental level; and (2) families can gain skills to enhance their child's development. In 1975, the JDRP unanimously validated the model as an effective, replicable early childhood education delivery system; the model was revalidated in 1985 and 1992 based on its continued excellence and effectiveness.

Requirements Administrative commitment to a family-centered intervention model that addresses child and family goals is a prerequisite for successful implementation of the Portage Project. At least one home visitor is needed to work with families on a regular basis. Resource personnel should be available to assist in formalizing child and family goals and developing implementation strategies.

Costs Training costs consist of travel, hotel, and meal costs for the Training Specialist; training materials are supplied at no cost. Information on costs for project materials are available upon request.

Services Adoption training typically consists of two to three days of instruction in the model components. Adoption training is periodically scheduled in Portage, Wisconsin, or can be arranged at a host site. Project staff are available for awareness and conference presentations or to provide training in model components.

Contact **Julia Herwig, Director, Portage Project, P.O. Box 564, Portage, WI 53901. (608) 742-8811, FAX (608) 742-2384.**

JDRP No. 75-75 **(11/10/75)**
Recertified **(3/31/92)**

Developmental Funding: USOE, SEP, and NDN.

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Research has shown that the transition from early childhood experiences to elementary school can be difficult for children and their families. Elementary school experiences are often significantly different than those encountered in preschool and early childhood programs and sometimes negate the positive effects of a quality preschool experience.

The Early Childhood Initiative of The Regional Laboratory for Educational Improvement of the Northeast and Islands is funded by the U.S. Departments of Education and Health and Human Services. The focus of our project is to promote awareness and provide information on how to help young children and their families move successfully from early childhood environments to early elementary school, particularly by bringing educational and community resources together to provide comprehensive, continuous services.

Seamless Transitions: Collaborations That Benefit Children and Their Families Making the Move from Preschool to Early Elementary is designed for early childhood teachers and administrators, early elementary teachers and administrators, and others who want to collaborate with them to improve the transition children make as they move through the education system. This publication includes: proceedings of the second annual regional early childhood clinics; promising transition efforts in the Northeast; a technique for documenting a program's transition efforts; exemplary early childhood programs from the National Diffusion Network; and a bibliography of resources that have proven helpful to those collaborating to strengthen the linkages from early childhood programs to early elementary school for children and their families.

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